

<p>Grade 3 ELA Category: Writing Subclaims: Expression and Conventions</p> <p>Claim: Writing: Students write effectively when using and/or analyzing sources.</p>	
<p>The standard designation is included preceding each evidence statement.</p>	
Standard	Evidence Statements
<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p><i>Subclaim: Expression</i> Development of Ideas The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p>Organization The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p>Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p> <p><i>Subclaim: Conventions</i> Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<p>Same as above</p>

<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>Subclaim: Expression</p> <p>Development of Ideas The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p>Organization The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p>Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p> <p>Subclaim: Conventions</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
<p>W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Same as above</p>

<p>W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><i>Subclaim: Expression</i></p> <p>Development of Ideas The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p>Organization The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p>Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p> <p><i>Subclaim: Conventions</i></p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
<p>W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Same as above</p>

<p>W7 Conduct short research projects that build knowledge about a topic.</p>	<p><i>Subclaim: Expression</i></p> <p>Development of Ideas The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p>Organization The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p>Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p> <p><i>Subclaim: Conventions</i></p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
<p>W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Same as above</p>
<p>W9 (Begins in grade 4)</p>	

<p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Subclaim: Expression</i></p> <p>Development of Ideas The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p>Organization The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p>Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p> <p><i>Subclaim: Conventions</i></p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
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